

EEC 7666  
Theory and Research in Early Childhood Intervention  
Fall 2018

Instructor: Maureen Conroy, Ph.D. Office: 2-160R Norman Hall Phone (o): 352 273-4382 E-mail: <a href="mailto:mconroy@coe.ufl.edu">mconroy@coe.ufl.edu</a>	Office Hours: By appointment Credit: 3 credit hours Meeting Place: Rinker 0106 Meeting Time: Monday 4:05 – 7:05 pm
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***Description***

This course focuses on understanding, analyzing, and evaluating theory and research in early childhood intervention, which is defined as a broad and interdisciplinary field of study and practice. The course will involve readings, learning assessments, as well as discussion and application sessions with other students and the instructor. Participants will consider the role of theory in early childhood intervention research; how theory and research are used to develop frameworks or approaches to guide early childhood interventions and practices; and how early childhood intervention research is designed, implemented, and appraised. Impacts of theory, evidence-based practices, recommended practices, and implementation science will be considered in relation to contemporary research and practices in early childhood intervention. An integrated approach to applied research in early childhood intervention will be emphasized, which highlights important linkages among theory, research design, measurement, analysis, and resulting implications for additional research and practices.

***Relation to Early Childhood Studies Doctoral Concentration***

This course is related to the UF early childhood studies doctoral concentration course sequence. The specialization sequence is designed to prepare early childhood leaders with the knowledge, skills, and dispositions to advance policies, research, and practices for the benefit of young children and their families within and across various ecological contexts. A course in early childhood theory and research is part of the concentration sequence because early childhood leaders should have knowledge, skills, and dispositions that support their active engagement in applied research and their ability to design, implement, and evaluate early childhood interventions informed by theory and research. Moreover, early childhood leaders should have knowledge, skills, and dispositions to ensure the ethical conduct of research with young children and their families and that young children, their families, and the personnel who support them benefit from the application of evidence-based practices.

***Philosophy of Teaching***

Our teaching philosophy includes several key principles, maxims, and norms: (a) establish an instructional context and learning community that sets the occasion for learning and achievement of course objectives; (b) use instructional strategies that have been demonstrated empirically to support learners to acquire relevant knowledge, skills, and dispositions; (c) use scaffolding and individualized instructional strategies appropriate for each learner; (d) respect diversity, including learning histories, and its

importance in creating a culturally responsive and contextually relevant learning environment; and (e) motivate learners by establishing clear expectations for learning and performance and by applying meaningful evaluations, including performance feedback and differential consequences. Learners take an active role by making substantive contributions to their own learning and to the learning of others by identifying (a) learning strengths and needs in relation to established course objectives, (b) preferred methods to ensure they acquire and master course content and demonstrate competencies, and (c) motivators for learning.

### ***Objectives***

By the end of the course, learners will be able to:

1. Describe, analyze, and evaluate major theories or conceptual frameworks in early childhood intervention, which is defined as a broad field of study and practice.
2. Analyze and integrate how theories, conceptual frameworks, or models and their associated principles, constructs, and concepts are linked to research hypotheses and recommended or evidence-based practices in early childhood intervention.
3. Define and differentiate evidence-based practice (two uses of the term) and recommended and developmentally appropriate practices and discuss implications for theory, applied research, and practice in early childhood intervention.
4. Define and illustrate key terms used in early childhood intervention research.
5. Describe research processes and products as they relate to applied research in early childhood intervention.
6. Identify key considerations in early childhood measurement and analyze as well as evaluate how measurement and measurement decisions potentially impact research questions, definitions of variables, study procedures, study findings, and study implications.
7. Differentiate statistical, practical, and clinical significance in early childhood research.
8. Apply design, measurement, and statistical concepts to analyze applied research in early childhood intervention.
9. Appraise critically applied research in early childhood intervention by identifying and applying indicators of research quality.
10. Apply an evidence-based practice applied inquiry framework (PICO) to formulate an answerable question, search for and appraise evidence related to the question, evaluate the evidence, and describe how the evidence could be used to inform recommended practices in the field.

### **Additional Early Childhood Doctoral Concentration Objectives**

1. Analyze how theories and frameworks are used to inform the development of policy and practices (theoretical foundations).
2. Discern differences between competing viewpoints on critical early childhood theory and research issues (critical thinking skills).
3. Apply inquiry skills to conduct critical reading of and to synthesize the extant theoretical and empirical literature (research inquiry skills).

4. Create scholarly papers and receive feedback about scholarly writing (writing skills).
5. Demonstrate understanding of the conventions of scholarly writing by following publication guidelines of the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.; writing skills).
6. Demonstrate clear, coherent, and accurate oral communication skills and engage in critical dialogue with peers and faculty (communication skills).

### ***Learner Expectations***

The value of our learning together during class sessions is dependent on the preparation and participation of each learner. Therefore, each participant is expected to complete the assigned readings for each session, to attend each session, and to participate actively in small and large group discussions and activities. Learners are expected to engage in continuous cycle of planning, organizing, instructing, monitoring, and evaluating their learning in relation to specified objectives throughout the semester.

1. Each participant should read ALL assigned readings and complete all learning activities specified on the syllabus. **Readings and learning activities for class should be completed by the date listed on the schedule.**
2. Learning assessments are due by 4:00 pm on the date shown on the schedule. Late assessments will be accepted only in extreme cases and only after consultation with the instructors. A grading penalty may be applied when learning assessments are submitted late.
3. Learners are expected to attend scheduled class and participate actively in discussions and activities. **Cell phones should be placed on vibrate during class unless we are using them as part of learning activities.** Learners are responsible for procuring handouts, notes, assignments, et cetera in the event that they are absent from class. **Active participation means expressing your own thoughts and listening to those of others, engaging in respectful dialogue, and being willing to challenge and be challenged by important ideas or diverse perspectives. Learners are expected to take leadership roles in particular discussions, engage actively in discussions and activities, and share their knowledge and expertise with other learners.** Participation in class will be assessed by the instructors and student using the following criteria: (a) degree to which learner is knowledgeable about content of required readings and other materials as evidenced by their substantive contributions to discussions, activities, or responses to questions; (b) contributions made to the learning community through sharing of resources or offering supports to other learners; (c) insightfulness of questions and comments during discussions or activities to encourage analysis and critical thinking; and (d) ability to follow group discussion and contribute effectively to class or electronic discourse. **Up to 10 points are available for participation.**
4. For preparing written assignments and class presentations, learners should follow guidelines outlined in the *Publication Manual of the American Psychological Association*

*Association* (6th ed., 2010). Points will be deducted from learning assessments when APA guidelines are not followed (this includes correct APA formats for citations and references).

### **Required Texts**

Reichow, B., Boyd, B.A., Barton, E.E., & Odom, S.L. (2016). (Eds.), *Handbook of early childhood special education*. New York, NY: Springer. \*

Shonkoff, J. P., & Meisels, S. (2000). *Handbook of early childhood intervention*. Cambridge, UK: Cambridge University Press.

\*You can purchase the text or individual chapters listed below under Additional Assigned Readings section of the syllabus.

### **Recommended Texts**

(Will read excerpts from some of these texts. You can decide whether to acquire these recommended texts for your professional library.)

1. American Education Research Association, American Psychological Association, & the National Council for Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
2. Bijou, S. W. (1993). *Behavior analysis of child development* (2<sup>nd</sup> rev.). Reno, NV: Context Press.
3. Buysse, V., & Wesley, P. (2006). *Evidence-based practice in the early childhood field*. Washington, DC: Zero to Three Press.
4. Goodwin, W. L., & Goodwin, L. D. (1996). *Understanding quantitative and qualitative research in early childhood education*. New York: Teachers College Press.
5. IOM (Institute of Medicine) and NRC (National Research Council). (2012). *From neurons to neighborhoods: An update: Workshop summary*. Washington, DC: National Academies Press. [This book is available electronically for download from the National Academies Press website]
6. Portney, L. P., & Watkins, M. P. (2015). *Foundations of clinical research: Applications to practice* (3<sup>rd</sup> ed.). Philadelphia, PA: F.A. Davis.
7. Shonkoff, J. P., & Phillips, D. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academies Press. [This book is available electronically for download from the National Academies Press website]
8. Snow, C. E., & VanHemel, S. B. (Eds.). (2008). *Early childhood assessment: What, why, and how*. Washington, DC: National Academies Press. [This book is available electronically for download from the National Academies Press website]
9. Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. New York: Guilford.

### **Additional Assigned Readings**

(A beneficial outcome from doctoral courses and seminars occurs when each learning community member shares additional readings and resources. Below is an initial list of additional readings for the course this semester. Additional readings might be identified by the learners or instructors throughout the semester to extend or enhance learning.)

- Bernheimer, L. P., & Weisner, T. S. (2007). Let me just tell you what I do all day: Family story at the center of intervention research and practice. *Infants and Young Children, 20* (3), 192-201.
- Bijou, S. W. (1993). The context of developmental theory. In S. W. Bijou, *Behavior analysis of child development* (pp. 21-28). Reno, NV: Context Press.
- Bijou, S. W. (1993). The child, the environment, and their continuous and reciprocal interactions. In S. W. Bijou, *Behavior analysis of child development* (pp. 29-47). Reno, NV: Context Press.
- Bishop, C. D., Snyder, P. A., Algina, J., & Leite, W. (2016). Expanding frontiers in research designs, methods, and measurement in support of evidence-based practice in early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp.501-539). New York, NY: Springer.
- Boyd, B. A., Kucharczyk, S., & Wong, C. (2016). Implementing evidence-based practices in early childhood special education classrooms. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 335-347). New York, NY: Springer.
- Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children, 71* (2), 195-207.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*, 513-531.
- Buysse, V., Winton, P. J., Rous, B., Epstein, D. J., & Lim, C-I. (2012). Evidence-based practice: Foundation for the CONNECT 5-Step Learning Cycle in professional development. *Zero to Three Journal, 32* (4), 25-29.
- Council for Exceptional Children. (2014). *Standards for evidence-based practices in special education*. Arlington, VA: Author.
- Diamond, K., Justice, L., Siegler, R., & Snyder, P. (2013). *Synthesis of IES research on early intervention and early childhood education*. Washington, DC: National Center for Special Education Research, Institute of Education Sciences, US Department of Education. [NCSEER (2013-3001) v-77]

- Division for Early Childhood. (2014). *Recommended practices in early intervention/early childhood special education*. Retrieved from [www.dec-sped.org](http://www.dec-sped.org)
- Dunst, C. J. (2011). Advances in theory, assessment, and intervention with infants and toddlers with disabilities. In J. M. Kauffman, D. P. Hallahan, and P. C. Pullen (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality* (pp. 687-702). New York, NY: Routledge.
- Franks, B., & Schroder, J. (2013). Implementation sciences: What do we know and where do we go from here? In T. Halle, A. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems* (pp. 5 - 20). Baltimore: Brookes.
- Gallimore, R., Weisner, T. S., Kaufman, S. A., & Bernheimer, L. P. (1989). The social construction of ecological niches: Family accommodation of developmentally delayed children. *American Journal on Mental Retardation*, 94 (3), 216-230.
- Gast, D.L. (2010). Applied research in education and behavior sciences. In D.L. Gast (Ed.), *Single subject research methodology in behavioral sciences* (pp. 1-19). New York: Taylor and Francis.
- Gast, D.L., & Tawney, J.W. (2010). Scientific research in educational and clinical settings. In D.L. Gast (Ed.), *Single subject research methodology in behavioral sciences* (pp. 20-31). New York: Taylor and Francis.
- Gersten, R., Fuchs, L., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71 (2), 149-164.
- Goodnow, J. J. (2010). Culture. In M. H. Borstein (Eds.), *Handbook of cultural developmental science* (pp. 3-19). New York: Taylor and Francis.
- Greenwood, C. R., & McConnell, S. R. (2011). *JEI* guidelines for manuscripts describing the development and testing of an assessment instrument or measure. *Journal of Early Intervention*, 33, 171-185.
- Guralnick, M. J. (2005). An overview of the developmental systems approach to early intervention. In M. J. Guralnick (Ed.), *The developmental systems approach to early intervention* (pp. 1-25). Baltimore: Brookes.
- Guralnick, M. J., (2013). Developmental science and preventive interventions for children at environmental risk. *Infants and Young Children*, 26 (4), 270-285.

- Hopwood, C. J. (2007). Moderation and mediation in structural equation modeling: Applications for early intervention research. *Journal of Early Intervention, 29*, 262-272.
- Horner, R. D., Carr, E. G., Halle, J., McGee, G., Odom, S. L., & Wolery, M. (2005). The use of single subject research to identify evidence-based practices in special education. *Exceptional Children, 71* (2), 165-179.
- Horowitz, F. (2000). Child development and the PITS: Simple questions, complex answers, and developmental theory. *Child Development, 71*, 1-10.
- McLean, M., Sandall, S. R., & Smith, B. J. (2016). The history of early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, and S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 3-19). New York, NY: Springer.
- Marshall, K., Brown, W.H., Conroy, M.A., & Knopf, H. (in press). Early intervention and prevention of disability: Preschoolers. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality*. New York, NY: Routledge.
- Metz, A., Halle, T., Bartley, L., & Blasberg, A. (2013). The key components of successful implementation. In T. Halle, A. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems* (pp. 21 - 42). Baltimore: Brookes.
- Metz, A., & Bartley, L. (2012). Active implementation frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three, 32* (4) 11-18.
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D.G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS Medicine, 6*(6): e1000097.
- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice position statement*. Washington, DC: Author.
- O'Connor, D., Green, S., & Higgins, J. P. T. (2008). Defining the review question and developing criteria for including studies. In J. P. T. Higgins & S. Green (Eds.), *Cochrane handbook for systematic reviews of interventions* (pp. 83-94). Chichester, UK: John Wiley & Sons.
- Odom, S. L. (2016). Theoretical frameworks for working with young children. In B. Reichow, B. A. Boyd, E. E. Barton, and S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 21 - 36). New York, NY: Springer.

- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71* (2), 137-148.
- Odom, S., & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practices. *Journal of Special Education, 37*, 164-173.
- Reichow, B. (2016). Evidence-based practices in early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 107-121). New York, NY: Springer.
- Rubin, A., & Bellamy, J. (Eds.). (2012). Introduction to evidence-based practice. In *Practitioner's guide to using research for evidence-based practice* (2<sup>nd</sup> ed., pp. 3-27). Hoboken, NJ: John Wiley & Sons.
- Sackett, D. L., Richardson, W. S., Rosenberg, W., & Haynes, R. B. (1997). Introduction: On the need for evidence-based medicine. In D. L. Sackett, W. S. Richardson, W. Rosenberg, & R. B. Haynes, *Evidence-based medicine: How to practice and teach EBM* (pp. 2-20). Edinburgh: Churchill Livingstone.
- Sackett, D. L., Rosenberg, W. M. C., Gray, J. A. M., & Richardson, W. S. (1996). Evidence-based medicine: What it is and what it isn't. *British Journal of Medicine, 312*, 71-72.
- Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development, 63*, 1-19.
- Schlinger, H. D. (1995). Behavior analysis. In H. D. Schlinger (Ed.), *A behavior analytic view of child development* (pp. 31-47). New York: Plenum Press.
- Schulz, K. Altman, D., & Moher, D. G. for the CONSORT Group. (2010). Consort 2010 statement: Updated guidelines for reporting parallel group randomized trials. *British Journal of Medicine, 340*, 698-702.
- Shonkoff, J. P. (2010). Building a new biodevelopmental framework to guide the future of early childhood policy. *Child Development, 81*, 357- 367.
- Shonkoff, J. P., & Fisher, P. A. (2013). Rethinking evidence-based practice and two-generation programs to create the future of early childhood practice. *Development and Psychopathology, 25*, 1635-1653.
- Snyder, P. (2006). Best-available research evidence: Impact on research in early childhood. In V. Buysse & P. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 35-67). Washington, DC: Zero to Three Press.



- Snyder, P., McLaughlin, T., & Bishop, C. (2017). Frameworks for guiding program focus and practices in early intervention. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality*. New York, NY: Routledge.
- Snyder, P., McLean, M., & Bailey, D. B. (2013). Types and technical characteristics of assessment instruments. In M. McLean, M.L. Hemmeter, & P. Snyder (Eds.), *Essential elements for assessing infants and preschoolers with special needs*. Boston, MA: Pearson.
- Thompson, B., Diamond, K. E., McWilliam, R., Snyder, P., & Snyder, S. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Exceptional Children*, 71 (2), 181-194.
- Vincent, L.J., Salisbury, C.L., Strain, P., McCormick, C., & Tessier, A. (1990). A behavioral-ecological approach to early intervention: Focus on cultural diversity. In S.J. Meisels & J.P. Shonkoff (Eds.), *Handbook of early childhood intervention* (pp. 173-195). New York: Press Syndicate of the University of Cambridge.
- Weisner, T. S. (2002). Ecocultural understanding of children's developmental pathways. *Human Development*, 45, 275-281.
- Winton, P. (2006). *The evidence-based practice movement and its effect on knowledge utilization*. In V. Buysse & P. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 71-115). Washington, DC: Zero to Three Press.

### ***Formal Learning Assessments and Points Assigned to Each Assessment***

Learners will complete several formal learning assessments during the course. Each assessment is designed to help students and the instructor monitor and evaluate the extent to which learners meet objectives for the course. For most learning assessments, evaluation criteria or an evaluation rubric will be used to help inform the monitoring and evaluation. Learners will be provided with the list of criteria or rubric to be used at least 2 weeks before the learning assessment is due.

- 1. Learning Assessment #1 - Linking Theory and Research Paper (DUE October 1, 2018).** Write a paper in which you (a) review a theory or framework in early childhood intervention (i.e., review of major concepts, constructs, or principles); (b) identify concepts, constructs, or principles from the theory or framework that became hypotheses tested as part of an applied research study in early childhood intervention; (c) describe the research questions that guided the applied research study, the variables reflected in the research questions, and how these variables relate to concepts, constructs, or principles specified in the theory or framework; (d) specify how variables of interest were operationally defined and measured, and (e)

describe how findings from the study would help confirm or advance theory or framework principles, constructs, or concepts and inform practice from an evidence-based or recommended practices perspective. The paper should be approximately 10-15 pages, double-spaced, APA format. (20 points)

2. **Learning Assessment #2 – Practice-Focused Research Synthesis (DUE October 29, 2018).** Locate a practice-focused research synthesis published in a scholarly journal or visit an evidence-based practice or research synthesis web site to locate a practice-focused research or evidence synthesis (e.g., What Works Clearinghouse, Research and Training Center on Early Childhood Development, Campbell Collaboration, Cochrane Collaboration) of interest to you. Read the synthesis and complete a written evaluation addressing the focus and quality of the review using criteria provided by the instructors. The evaluation should be between 5-10 pages, double-spaced, APA format. (10 points)
3. **Measurement in Early Childhood Intervention (DUE November 26, 2018).** Select an instrument or measurement tool that either is commonly used in early childhood intervention or is of interest to you. Write an approximately 5-page double-spaced, APA format review of the instrument, focusing primarily on its purpose(s), available psychometric integrity evidence, and how it might be used in an applied research study in early childhood intervention (e.g., if you were conducting an applied research study, what construct(s) might this measure help you operationalize). A helpful resource for how to write a review of an instrument or measurement tool is *Mental Measurements Yearbook with Tests in Print*, which is available on-line through UF Libraries - A-Z Database List (search for *Mental Measurements Yearbook with Tests in Print*). (10 points)
4. **Review of Evidence for DEC Recommended Practice – Course Capstone Project (Due December 13, 2018).** Using a PICO evidence-based practice framework provided by the instructors, identify a DEC recommended practice to which you will apply the PICO framework. You will need to frame the DEC recommended practice in the form of a question that you will pose and then answer. The question should include a statement of the problem (P), intervention (I), comparative intervention (C, if applicable) and outcome (O). Your PICO statement can then be used to search for published evidence for the recommended practice. You must use systematic search criteria and procedures to identify the best-available evidence for the practice. Once you identify the best-available evidence, you will classify the evidence using a framework provided by the instructors and review the quality of the evidence using established criteria for various research designs (i.e., group experimental, single-subject experimental, correlational). The instructors will provide the evidence criteria and indicators you will use for this assignment. Additional information and guidance about this learning assessment will be provided in a separate document. (50 points)

## **Grading**

Points Available:

Participation in Meetings: 10 points

Learning Assessment #1: 20 points

Learning Assessment #2: 10 points

Learning Assessment #3: 10 points

Learning Assessment #4: 50 points

Total Points = 100

Grades Earned Based on Points Earned/Total Points X 100

92% or higher: A

87 - 91%: A-

86 - 84% B+

83 - 80%: B

79 - 77%: B-

76 - 74% C+

73 - 70% C

69 - 67% C-\*

68 - 60% D\*

Below 60% E\*

\*Note. These are not “passing” grades for graduate students according to the UF Graduate Student Catalog.

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>)

### **Academic Honor Code**

Students and faculty are expected to adhere to the academic honor code of the University of Florida as published on the University of Florida Web site at:

<http://www.dso.ufl.edu/judicial/honorcode.php> For this course, students should pay particular attention to the policies related to citing sources appropriately and avoiding plagiarism. Please ask the instructor if you would like some helpful references related to citing sources effectively and avoiding plagiarism.

### **Americans with Disabilities Act**

As described on the UF Disability Resource Center Web site, “there is a strong commitment to equal education for all students at the University of Florida. The University will strive to be aware of and sensitive to the unique needs of all students. Student needs will be addressed through a lens of knowledge, awareness, and sensitivity to cultural, racial, religious, ethnic, and disability diversity.”

Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center, and (2) bring a letter to the instructor from the DRC that verifies the need for academic accommodations and what type. This should be done before or within the first week of class. For more information about the Disability Resource Center contact them at

**Disability Resource Center  
001 Reid Hall  
Phone: (352) 392-8565  
Fax: (352) 392-8565  
Web site: [accessUF@ufsa.ufl.edu](mailto:accessUF@ufsa.ufl.edu)**

**Course Outline  
Fall 2018**

(Note: This outline may be subject to change based on learner interests or needs)

**Week One (August 27)**

**Topics:**

- Overview of Course Activities and Review of Course Syllabus
- Context for Theory and Research in Early Childhood Intervention
- History of and Contemporary Issues in Early Childhood Intervention

Text Readings: Preface, Foreword, and Chapter 1 – S & M

**Week Two (September 3) – No class – Labor Day**

**Week Three (September 10)**

**Topics:**

- Theory in Early Childhood Intervention: Foundations for Research, Policy, and Practice
- Building Blocks of Theory (Concepts/Constructs, Principles)
- Conceptual Frameworks and Models

Text Readings:

S & M – Chapter 4

Additional Readings:

McLean, M., Sandall, S. R., & Smith, B. J. (2016). The history of early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 3-19). New York, NY: Springer.

Odom, S. L. (2016). Theoretical frameworks for working with young children. In B. Reichow, B. A. Boyd, E. E. Barton, and S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 21-36). New York, NY: Springer.

**Week Four (September 17)**

**Topics:**

- Theory in Early Childhood Intervention - Foundations for Research, Policy, and Practice: Science of Human Behavior and Applied Behavior Analysis

Text Readings:

Chapter 9 – S & M

Additional Readings:

Bijou, S. W. (1993). The context of developmental theory. In S. W. Bijou, *Behavior analysis of child development* (pp. 21-28). Reno, NV: Context Press.

- Bijou, S. W. (1993). The child, the environment, and their continuous and reciprocal interactions. In S. W. Bijou, *Behavior analysis of child development* (pp. 29-47). Reno, NV: Context Press.
- Schlinger, H. D. (1995). Behavior analysis. In H. D. Schlinger (Ed.), *A behavior analytic view of child development* (pp. 31-47). New York: Plenum Press.
- Vincent, L.J., Salisbury, C.L., Strain, P., McCormick, C., & Tessier, A. (1990). A behavioral-ecological approach to early intervention: Focus on cultural diversity. In S.J. Meisels & J.P. Shonkoff (Eds.), *Handbook of early childhood intervention* (pp. 173-195). New York: Press Syndicate of the University of Cambridge.

**Locate and bring an empirical article that is an original report of research to class in which the science of human behavior or applied behavior analysis was the guiding framework for the study.**

### **Week Five (September 24)**

#### **Topics:**

- Theory in Early Childhood Intervention - Foundations for Research, Policy, and Practice: Transactional Theory and Model of Human Ecology

#### Text Readings:

Chapters 4 and 7– S & M

#### Additional Readings:

- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.
- Goodnow, J. J. (2010). Culture. In M. H. Bornstein (Ed.), *Handbook of cultural developmental science* (pp. 3-19). New York: Psychology Press.
- Horowitz, F. (2000). Child development and the PITS: Simple questions, complex answers, and developmental theory. *Child Development*, 71, 1-10.
- Weisner, T. S. (2002). Ecocultural understanding of children's developmental pathways. *Human Development*, 45, 275-281.

**Locate and bring an empirical article that is an original report of research to class in which transactional theory or the model of human ecology was the guiding framework for the study.**

### **Week Six (October 1)**

#### **Topics:**

- Theory in Early Childhood Intervention - Foundations for Research, Policy, and Practice: Developmental Vulnerability and Resilience, Biodevelopmental, and Developmental Systems

#### Text Readings:

Chapters 2, 6, and 28 – S & M

### Additional Readings:

- Guralnick, M. J. (2005). An overview of the developmental systems approach to early intervention. In M. J. Guralnick (Ed.), *The developmental systems approach to early intervention* (pp. 1-25). Baltimore: Brookes.
- Guralnick, M. J. (2013). Developmental science and preventive interventions for children at environmental risk. *Infants and Young Children*, 26(4), 270-285.
- Shonkoff, J. P. (2010). Building a new biodevelopmental framework to guide the future of early childhood policy. *Child Development*, 81, 357- 367.

**Locate and bring an empirical article that is an original report of research to class in which developmental vulnerability and resilience, biodevelopmental framework, or developmental systems framework was the guiding framework for the study.**

### **Learning Assessment # 1 DUE – October 1**

#### **Week Seven (October 8)**

##### **Topics:**

- Neurobiological Bases of Early Intervention
- Connecting Theory to Research and Practices in Early Childhood “Intervention”
- Early Childhood “Sectors” – Implications for Early Childhood “Intervention”
- Developmentally Appropriate Practices (DAP) in Early Childhood
- Recommended Practices in Early Intervention/Early Childhood Special Education

##### Text Readings:

Chapters 10, 15, 16, 17, 19 – S & M

##### Additional Readings:

- Abrams, D.A., Chen, T., Odriozola, P., Baker, A.E., Padmanabhan, A.,....Menon, V. (2016). Neural circuits underlying mother’s voice perception predict social communication abilities in children. *PNAS*, 133(22, 6295-6300.
- Division for Early Childhood. (2014). *Recommended practices in early intervention/early childhood special education*. Retrieved from [www.dec-sped.org](http://www.dec-sped.org)
- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice position statement*. Washington, DC: Author.
- Odom, S., & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidence-based practices. *Journal of Special Education*, 37, 164-173.

#### **Week Eight (October 15) – Independent Research**

## **Week Nine (October 22)**

### **Topics:**

- Overview of Implementation Science and Its Relevance for Early Childhood Intervention Research and Practices
- Frameworks Guiding Implementation of Practices in Early Intervention

### Additional Readings:

- Marshall, K., Brown, W.H., Conroy, M.A., & Knopf, H. (2017). Early intervention and prevention of disability: Preschoolers. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality*. New York, NY: Routledge.
- Dunst, C.J. (2017). Advances in theory, assessment, and intervention with infants and toddlers with disabilities. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality*. New York, NY: Routledge.
- Franks, B., & Schroder, J. (2013). Implementation sciences: What do we know and where do we go from here? In T. Halle, A. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems* (pp. 5 - 20). Baltimore: Brookes.
- Metz, A., & Bartley, L. (2012). *Active implementation frameworks for program success: How to use implementation science to improve outcomes for children. Zero to Three*, 32 (4), 11-18.
- Metz, A., Halle, T., Bartley, L., & Blasberg, A. (2013). The key components of successful implementation. In T. Halle, A. Metz, & I. Martinez-Beck (Eds.), *Applying implementation science in early childhood programs and systems* (pp. 21 - 42). Baltimore: Brookes.
- Snyder, P., McLaughlin, T., & Bishop, C. (2017). Frameworks for guiding program focus and practices in early intervention. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Series Eds.) & M. Conroy (Section Ed.), *Handbook of special education: Section XII Early identification and intervention in exceptionality*. New York, NY: Routledge.

## **Week Ten (October 29)**

### **Topics:**

- Evidence-based Practice Syntheses
- Program Evaluation

### Text Readings:

Chapter 22 & 23 - S & M

### Additional Readings:

- Diamond, K., Justice, L., Siegler, R., & Snyder, P. (2013). *Synthesis of IES research on early intervention and early childhood education*. Washington, DC: National Center for Special Education Research, Institute of Education Sciences, US Department of Education. [NCSE (2013-3001) v-77]



IOM (Institute of Medicine) and NRC (National Research Council). (2012). *From neurons to neighborhoods: An update: Workshop summary*. Washington, DC: National Academies Press. [This book is available electronically for download from the National Academies Press website]

Snyder, P. (2006). Best-available research evidence: Impact on research in early childhood. In V. Buysse & P. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 35-67). Washington, DC: Zero to Three Press.

## **Learning Assessment # 2 DUE – October 29**

### **Week Eleven (November 5)**

#### **Topics:**

- “Effectiveness” of Early Intervention: First- and Second-Generation Research Questions
- Introduction to “Evidence-Based” Practice: Linkages Among Research, Practice, and Implementation Science
- Origins of evidence-based practice: Evidence-based medicine
- Evidence-based practice in early childhood and early intervention: “A tale of two meanings”
- Division for Early Childhood Evidence Syntheses: Gathering and Appraising Evidence in Support of the DEC Recommended Practices

#### **Text Readings:**

Reichow, B. (2016). Evidence-based practices in early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 107-121). New York, NY: Springer.

#### **Additional Readings:**

Rubin, A., & Bellamy, J. (Eds.). (2012). Introduction to evidence-based practice. In *Practitioner’s guide to using research for evidence-based practice (2<sup>nd</sup> ed.)* (pp. 3-27). Hoboken, NJ: John Wiley & Sons.

Sackett, D. L., Richardson, W. S., Rosenberg, W., & Haynes, R. B. (1997). Introduction: On the need for evidence-based medicine. In D. L. Sackett, W. S. Richardson, W. Rosenberg, & R. B. Haynes, *Evidence-based medicine: How to practice and teach EBM* (pp. 2-20). Edinburgh: Churchill Livingstone.

Sackett, D. L., Rosenberg, W. M. C., Gray, J. A. M., & Richardson, W. S. (1996). Evidence-based medicine: What it is and what it isn’t. *British Journal of Medicine*, 312, 71-72.

## **Begin Work on Capstone Project – Topic Approval Submission DUE**

### **Week Twelve (November 12) – No class – Veterans Day**

## **Week Thirteen (November 19)**

### **Topics:**

- Applied Research in Early Childhood Intervention: Research Traditions and Methods
- Applied Research in Early Childhood Intervention: What Do We Know and What Do We Need to Know?
- Second-Generation Research in Early Childhood Intervention: What Interventions for Which Children and Families and Under What Conditions?
- What Constitutes Quality in Early Childhood Intervention Research by Type of Research Design?
- PICO – A Framework for Identifying and Appraising Evidence about a Recommended Practice in Early Childhood Intervention
- Coding Forms for Capstone Project

### Additional Readings:

- Bishop, C. D., Snyder, P. A., Algina, J., & Leite, W. (2016). Expanding frontiers in research designs, methods, and measurement in support of evidence-based practice in early childhood special education. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp.501-539). New York, NY: Springer.
- Gast, D.L. (2010). Applied research in education and behavior sciences. In D.L. Gast (Ed.), *Single subject research methodology in behavioral sciences* (pp. 1-19). New York: Taylor and Francis.
- Gast, D.L., & Tawney, J.W. (2010). Scientific research in educational and clinical settings. In D.L. Gast (Ed.), *Single subject research methodology in behavioral sciences* (pp. 20-31). New York: Taylor and Francis.
- Goodwin, W. L., & Goodwin, L. D. (1996). *Understanding quantitative and qualitative research in early childhood education* (pp. 3-29). [Chapters 1 and 2]
- Gersten, R., Fuchs, L., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71* (2), 149-164.
- Horner, R. D., Carr, E. G., Halle, J., McGee, G., Odom, S. L., & Wolery, M. (2005). The use of single subject research to identify evidence-based practices in special education. *Exceptional Children, 71* (2), 165-179.
- O'Connor, D., Green, S., & Higgins, J. P. T. (2008). Defining the review question and developing criteria for including studies. In J. P. T. Higgins & S. Green (Eds), *Cochrane handbook for systematic reviews of interventions* (pp. 83-94). Chichester, UK: John Wiley & Sons.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71* (2), 137-148

## **Week Fourteen (November 26)**

### **Topics:**

- What Constitutes Quality in Early Childhood Intervention Research by Type of Research Design?

- PICO – A Framework for Identifying and Appraising Evidence about a Recommended Practice in Early Childhood Intervention
- Coding Forms for Capstone Project

Additional Readings:

- Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71 (2), 195-207.
- Schulz, K. Altman, D., & Moher, D.G. for the CONSORT Group. (2010). Consort 2010 statement: Updated guidelines for reporting parallel group randomized trials. *British Journal of Medicine*, 340, 698-702.
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D.G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS Medicine*, 6(6): e1000097.
- Thompson, B., Diamond, K. E., McWilliam, R., Snyder, P., & Snyder, S. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Exceptional Children*, 71 (2), 181-194.

**Week Fifteen (December 3)**

**Topics:**

- Measurement in Early Childhood Intervention Research: Opportunities and Challenges
- Recommended Practices in Early Childhood Assessment: Relations to Identifying and Measuring Outcomes in Early Childhood Intervention Research

Additional Readings:

- Greenwood, C. R., & McConnell, S. R. (2011). *JEI* guidelines for manuscripts describing the development and testing of an assessment instrument or measure. *Journal of Early Intervention*, 33, 171-185.
- Snow, C. E., & VanHemel, S. B. (2008). (Eds.). *Early childhood assessment: What, why, and how*. Washington, DC: National Academies Press. [This book is available electronically for download] – Read Chapter 11
- Snyder, P., McLean, M., & Bailey, D. B. (2013). Types and technical characteristics of assessment instruments. In M. McLean, M. L. Hemmeter, & P. Snyder (Eds.), *Essential elements for assessing infants and preschoolers with special needs*. Boston, MA: Pearson.

**Capstone Project: Framing of Recommended Practice and Search Terms for Evidence Review DUE**

**Learning Assessment #3 DUE: Measurement in Early Childhood Intervention**

**Week Sixteen (December 5)**

**Topics:**

Integration and Summary: Linking Theory, Research, and Evidence-Based or Recommended Practices in Early Childhood Intervention

Additional Readings:

- Boyd, B. A., Kucharczyk, S., & Wong, C. (2016). Implementing evidence-based practices in early childhood special education classrooms. In B. Reichow, B. A. Boyd, E. E. Barton, & S. L. Odom (Eds.), *Handbook of early childhood special education* (pp. 335-347). New York, NY: Springer.
- Shonkoff, J. P., & Fisher, P. A. (2013). Rethinking evidence-based practice and two-generation programs to create the future of early childhood practice. *Development and Psychopathology, 25*, 1635-1653.
- Winton, P. (2006). *The evidence-based practice movement and its effect on knowledge utilization*. In V. Buysse & P. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 71-115). Washington, DC: Zero to Three Press.

**December 13, 2018 (No Class) – EXAM Learning Assessment #4 DUE: Review of Evidence for DEC Recommended Practice – Course Capstone Project**

Early Childhood & Childhood Education, Ph.D. in Teaching and Learning Concentration, Steinhardt School of Culture, Education, and Human Development, New York University, <https://steinhardt.nyu.edu/degree/phd-teaching-and-learning/early-childhood-and-childhood-education>, accessed April 2020. Early Childhood and Elementary Education, Georgia State University, <https://education.gsu.edu/ecee/>, accessed April 2020. Prevalence of Doctoral Programs in Early Childhood Education, Electronic Journal of the American Association of Behavioral and Social Sciences, <https://drive.google.com/file/d/0B1hwSRkBh6ugaEgzTzByeXZfakE/view>. X. Home. Doctoral Concentration Early Childhood; Graduate Certificate Early Childhood; MAE Early Childhood Emphasis; Minor Early Childhood; Unified Early Childhood ProTeach Program. NR. #35 tie. Online early childhood courses in the professional studies component of the program include Family Relationships & Gender Roles, Exceptional Development in Early Childhood, and Emergent Literacy. While most courses are offered online, students must complete a supervised field experience in a public or private school. Education Doctoral Program. Education Minor Program. Elementary Education. Master of Arts in Education: Concentration in Early Childhood Education. Certificate in Inclusive Early Childhood Practices. Bachelor of Science in Environmental Studies: Concentration in Natural Resource Management and Conservation. QR Cat I/ II & ENG 114 Roadmap. QR Cat I/ II & Stretch English Roadmap. Early Childhood Education Commons. Open Access. Powered by Scholars. This literature review examines the effects of technology in early childhood. This literature review uses scholarly journals and articles to show the advantages and disadvantages of technology in early childhood. The research examines how technology can impact a child's development in the areas of (a) social emotional, (b) physical, (c) cognitive, (d) language, (e) mathematics, and (f) literacy skills. This study specifically proposed to analyze the relationship between the ACCESS for ELLs reading Go to article. Social Emotional Development In Early Childhood, Dawn Askeland Northwestern College - Orange City.